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ABSTRACT

This newsletter is designed to promote the needs and interests of bilingual-bicultural education. This issue contains the following articles: (1) What in the World Is a Team-Teaching, Continuous Progress, Non-Graded, Open Classroom in Bilingual Bicultural Education?, (2) Laughter and Anaya's "Lenguaje," (3) "Alegrias" and the Language Experience Story, (4) Cultural Comics, and (5) Portuguese Field-Testing Favorites. Included is a list of suggested U.S. distributors of educational materials in Spanish and Portuguese. Materials appear in Spanish, Portuguese, and English. (SK)

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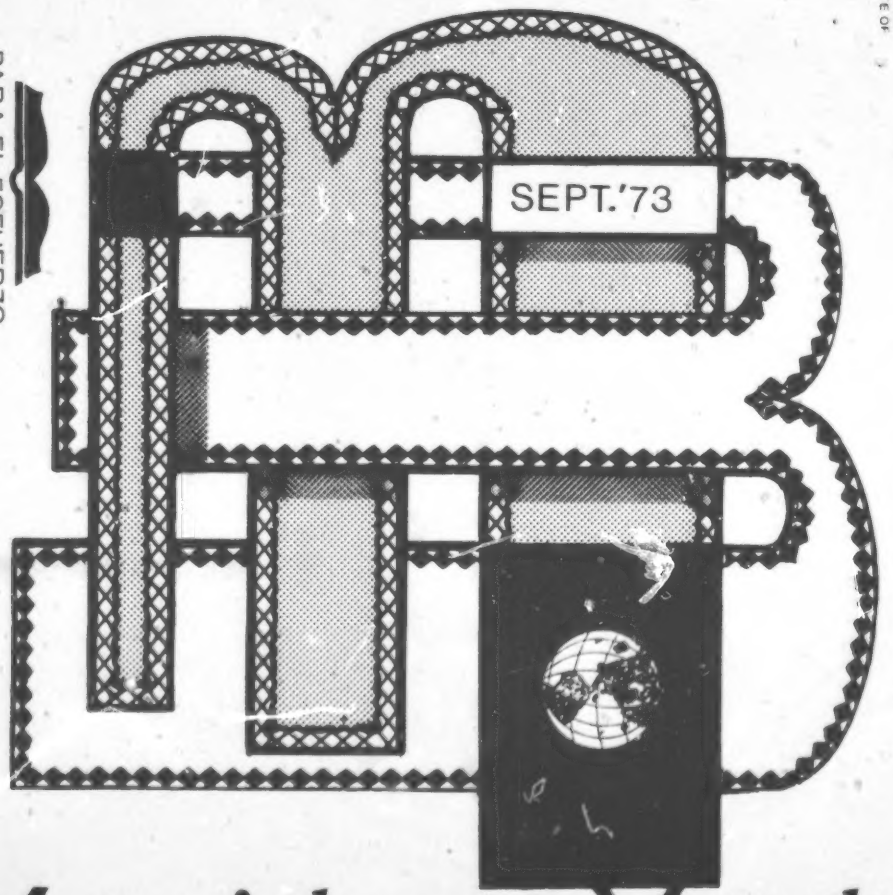
PARA EL ESFUERZO
BILINGUE-BICULTURAL



Materiales en Marcha

ESEA TITLE VII • SAN DIEGO CITY SCHOOLS
2950 NATIONAL AVE. SAN DIEGO, CAL. 92113 • 714 • 232-6864

PURPOSE: to make available to teachers of elementary and secondary bilingual-bicultural education classes in the United States information concerning instructional materials currently published in Spanish- or Portuguese-speaking countries

OBJECTIVE 1: to identify and acquire sample copies of educational materials in Spanish and Portuguese, such as texts and supplements, posters, recordings, slides, and tapes, from foreign countries which could be employed to implement bilingual education in this country

OBJECTIVE 2: to field test these materials in elementary and secondary bilingual-bicultural education classes throughout the U.S. and elicit evaluations from students and teachers who work with them, as well as sample lessons from these same teachers

OBJECTIVE 3: to identify comparable concepts in texts in Spanish and Portuguese and in texts in English and to compile parallel lists of texts

OBJECTIVE 4: to publish a monthly magazine on materials for bilingual education which includes reviews, sample lessons, articles on ideas and issues in bilingual education and outstanding bilingual programs, and lists of: comparable materials in the project collection to accompany reviews, suggested U.S. distributors of materials in Spanish and Portuguese, and parallel texts

OBJECTIVE 5: to provide for the revision of those outstanding materials that require little rewriting in order to make them specifically relevant to Spanish-speaking students in the U.S. and to promote the publication of K-6 textbook sets in the four basic elementary school subjects: fine arts, language arts, mathematics, and science

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ABOUT OUR AUTHORS

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MARGO TAYLOR's article, "A 'Used' Teacher's View of New Language Arts Materials," appeared in the August 1972 issue of Materiales en Marcha. She is in her second year as ESL Resource Teacher at John J. Montgomery Elementary School, Chula Vista, California. Vice-president of the San Diego County ESL Bilingual Association and a member of the California Association of Teachers of English to Speakers of Other Languages (CATESOL), she is instructor for an ESL teaching methods course at Southwestern College, Chula Vista, this fall. This past summer she participated in the Chicano caucus at the National Education Association (NEA) Convention in Portland, Oregon, and vacationed in Hawaii.

AMALI R. PERKINS's article, "An 'Enciclopedia' That Is Also a 'Tesoro,'" appeared in the April 1972 issue of Materiales en Marcha. She is Program Specialist for San Antonio, Texas, Independent School District's Bilingual Education Center. Educated in Brownsville, Texas, elementary and secondary schools, she earned a B.A. in Spanish at the University of Texas, Austin, and an M.Ed. in supervision at Our Lady of the Lake College, San Antonio. Her experience encompasses 12 years as an elementary teacher in San Antonio Independent School District, three years as supervisor of the Dissemination and Demonstration Center, and one year as Coordinator of the Junior School Curriculum Development Project. She was a participant in the N.D.E.A. Institute for Teachers of Spanish-Speaking Disadvantaged Children at the University of Texas, Austin, in the summer of 1967 and a supervisor of another N.D.E.A. Institute at the University of Texas, Austin, in the summer of 1968. The following two summers she wrote curriculum for the Southwest Educational Developmental Laboratory. She has been a consultant to workshops for bilingual programs, and at present she is attending the University of Texas, San Antonio, to pursue her bilingual-bicultural studies.

MARGARITA CARMONA's article, "Meaningful, Enjoyable Musical Experiences," appeared in the September 1972 issue of Materiales en Marcha. She is continuing in her position as Coordinator of the AB 116 Bilingual Program for San Diego City Schools. Recording Secretary of the San Diego Chapter of the Association of Mexican American Educators and a member of Delta Kappa Gamma, education honorary society, she is working toward an Administration and Supervision Credential and an M.A. in education at San Diego State University.

Cassette tapes of INTERNATIONAL MULTILINGUAL MULTICULTURAL CONFERENCE sessions can be purchased from the MINUT-TAPE COMPANY, 3640 SOUTH SEPULVEDA, SUITE 123, LOS ANGELES, CALIFORNIA 90034.

Readers Write

Materiales en Marcha:

I'm impressed and gratified at the quality of content in Materiales en Marcha. I commend all persons responsible for the publication, which is desperately needed here in the Midwest. I enjoy the articles in Spanish, and as a result my Spanish proficiency is increasing. The state of Illinois is increasing its budget from two million dollars in 1972 to six million dollars in 1973 supporting bilingual-bicultural education in the public school system.

Louisa Martínez Eggert
Oak Lawn, Illinois

Materiales en Marcha:

El éxito de la educación bilingüe-bicultural depende en gran parte de un complejo de factores socio-económico-culturales (extra-linguísticos) que pueden resumirse en el concepto de prestigio. Si queremos que el niño quiera aprender el español (y da igual que sea hispano o anglo) deberíamos hacer todo lo posible para realzar, aumentar y reforzar el prestigio del idioma en este país. Por lo tanto su revista, aun con la forma y el contenido actuales, es de gran utilidad, profesional y psicológicamente. Pero si quieren mejorarla, procuren que sea una revista en español con uno que otro artículo en inglés o en portugués, y no al contrario una revista en inglés con una que otra cosa en español. Que sea un español más bien sencillo, pero auténtico, correcto y al nivel profesional. No queremos remilgos de pedantería ni tampoco un purismo exagerado.

Piénsenlo: nuestros maestros y sus alumnos y los padres de éstos ven muy poco--casi nada--publicado en español en este país. Lo que importa es el prestigio del español aquí en nuestro país. Ayuden a realzarlo con su hermosa revista, Materiales en Marcha.

Les deseo mucho éxito.

Bruce Gaarder
OE-NCIES
Washington, D.C.

Nota Del Editor

Nuestros lectores seguido preguntan por qué no aparecen en Materiales en Marcha más artículos escritos en español. La triste razón, según parece, es esta: la mayoría de las personas bilingües de este país no se sienten capaces de escribir correctamente en español, aún cuando lo hablan con facilidad.

Nosotros les pedimos a nuestros autores que escriban sus artículos en español, pues queremos que nuestra revista sea netamente bilingüe--o trilingüe, ya que también solicitamos artículos en portugués. Por lo general nos dicen que prefieren escribir en inglés.

Este es, pues, un resultado más de la falta de educación bilingüe en el pasado, de la falta de entrenamiento en gramática y ortografía en español.

Seguiremos solicitando artículos en español y portugués. Estamos dispuestos a ayudar a editar. Es menester que aprendamos a expresarnos por escrito en nuestra lengua materna, así como a veces tenemos que reaprender a expresarnos oralmente en ella.

Sin embargo, siendo que la educación bilingüe en este país será por lo general educación en uno de varios idiomas además del inglés, resulta que cuando no se trate de artículos sobre materiales en español o en portugués o de asuntos específicamente relacionados a los hispanoparlantes o a los lusitanoparlantes, es apropiado usar el inglés. El inglés es la lengua común, la "lingua franca" entre los parlantes de otros idiomas.

The THIRD ANNUAL SOUTHERN CALIFORNIA BILINGUAL CONFERENCE is set for November 1-3, 1973, at Rio Hondo College, Whittier, California. Sponsored by C.A.B.E. (California Association for Bilingual Education), the conference, which was held at California State University, Fullerton, last year, is designed to deal primarily with methods and techniques of bilingual education and community involvement. Questions should be directed to: KEN NOONAN, TITLE VII DIRECTOR, POMONA UNIFIED SCHOOL DISTRICT, 800 SOUTH GARY AVENUE, POMONA, CALIFORNIA 91766.

What In The World Is A Team-Teaching, Continuous Progress, Non-Graded, Open Classroom In Bilingual-Bicultural Education?

By Linda Guest

LINDA GUEST instructs her students in phonics through use of an overhead projector.

CATHIE CHAN, LINDA's teacher teammate, instructs her students in the use of audiovisual materials, which all the pupils are taught to operate.

Sometimes, in a barrage of words, the understanding becomes even more vague. I'd like to share my classroom as one model of something new and constructive in bilingual-bicultural education.

Can bilingual-bicultural education work? Does team-teaching offer a positive environment to bilingual-bicultural education? Do children work successfully in a non-graded classroom? What is continuous progress? Do all of the innovations of this model work harmoniously? I hope to answer these most-often-posed questions.

Environment

Our classroom is large. It was originally two classrooms. A wall was knocked out to provide an environment for team-teaching. My teammate and I have 60 kids. Our philosophy is not of "your" kids or "mine," but of "our" classroom. We have eight-, nine-, 10-, and 11-year-olds. Our school has no grades (for example, third grade). Each child's needs are met at his individual level.

Innovations

Some of the innovations of our program are as follows:

1. Our set-up allows a bilingual-bicultural teacher to be present all the time. The culture and second language are alive in the classroom. There's no roving bilingual-biculturalism in the program.

An added advantage is that after federal funds run out, the bilingual-bicultural teacher is a permanent employee trained in the specialty. The resources of these teachers will help continue bilingual-bicultural education for the district.

2. Successful team-teaching has many advantages. A two-person team, for example, offers the strengths of two people. With the strengths also comes a variety of techniques.

Team-teaching offers flexibility. Sometimes a teammate can be released for parent conferences, student conferences, individualized instruction, or time for material development.

Teaming in bilingual-biculturalism becomes a shared goal by the team. The monolingual or English dominant teacher can often learn some of the second language and culture through her exposure in the program. For example, my teammate has been most interested in learning about the culture and second language, and that interest is an added plus in stimulating our children in bilingual-bicultural education.

3. Open classroom often conjures something chaotic in the minds of some educators. Perhaps a better term is "structured-unstructure." By that I mean that the total classroom environment is conducive to learning and that the child's choice of learning experiences is highly respected. For example, in math the children have job cards telling the teachers which learning experiences they have participated in. Some of the choices are math lotería, the measuring center, the marketplace, the restaurant, the work table, or meeting with the teacher for individualized instruction. The flexibility of this kind of program offers time for large and small groups as well as individualized instruction. The instruction is tailored to each child's needs.

Because of the two target languages, the needs and levels are even more varied. The open classroom is conducive to individualization in meeting these needs.

Although our program offers individualization, it also offers opportunity for large group interaction. This interaction is important in establishing a class morale and an atmosphere of sharing. Music, sharing time, art, science experiments, and storytime are some of the activities that encourage such interaction.

4. In implementing our program the child's individual needs are met, regardless of chronological age. Grades are unnec-

The open classroom is conducive to individualization...

RICHARD and RODOLFO work at the math machine in the left photo, while EDDIE, RUBEN, YOLANDA, and MARIA prepare a Padre Hidalgo bulletin board in the right photo as OSWALDO works on a handwriting lesson.

JIMMIE receives individualized instruction from college aide YOLANDA BERRU.

essary, since the goal of our program is to offer each child success in school. Each child progresses with children in his own peer age group, regardless of academic level.

We do not give our children grade levels, but they are categorized by language dominance. The dominance is determined by the language used by the child and his family. The language categories are as follows: Spanish, English, bilingual. The Spanish dominant child is one who functions primarily in Spanish as a native language. The English dominant child is one who functions primarily in English as a native language. The bilingual child is one who functions in both languages with comfort and confidence. The bilingual child usually has more strength in one language than the other, however.

Typical Day

Perhaps sharing our schedule on a more or less typical day will help put our program in its perspective. We have split or staggered reading. One-half the class comes from 8:45 a.m.-1:55 p.m. The remainder of the class comes from 9:50 a.m.-3:00 p.m. We have 30 kids between two teachers for each reading period. The reading period for the early group is 8:45-9:45 a.m., and 2:00-3:00 p.m. for the late group.

At 9:50 a.m. all children are accounted for. General announcements are made, and we have time for sharing. After this period we have math and P.E. Our last activity period is a flexible time slot. We have science, social science, or language arts in three- or four-week blocks of time. I am responsible for lesson planning in bicultural social science (Mexican-anglo), and my teammate and I plan together for multicultural units in social science. My teammate does the lesson planning in science. We both are available for individualized instruction during language arts. The language arts program is separate and exclusive of our reading program.

...the end result can be a happy, self-confident, and academically successful human being.

TERESA, who has just come to California from Chihuahua and speaks no English, listens on the Language Master to what will soon be her second language.

Storytime Sharing

After lunch we have storytime and more sharing time. Our last time slot, one hour, is instruction of a second language. The children to whom I taught Spanish as a dominant language go to my teammate for English as a second language. The children to whom my teammate taught English as a dominant language come to me for Spanish as a second language. Within each second language group are many levels of achievement. We continue to individualize instruction in the child's second language.

Our program offers flexibility and the opportunity to tailor education to the child's needs. Through this individualization the child succeeds in both languages, and the end result can be a happy, self-confident, and academically successful human being.

First- Through Fifth-Grade Series

Laughter And Anaya's "Lenguaje"

By Margo Taylor

I still remember the last week of school; it's just like pregnancy--the last week is always the worst. My energies were spent, my resources drained, and my sinuses clogged, but I still managed to retain my sense of humor. I had been reviewing numerous quick-assessment tests which measure language mastery when my instructional aide remarked that she knew of a very simple test. All it involved was the formation of a sentence including the words "detail," "defense," and "defeat." I mulled over a possibility, "Defeat of the defense was planned in great detail." As I turned to her for approval, I was chagrined to hear her explain with obvious relish that the correct phrase was, "De dog jumped over de fence and de tail went after de feet."

I laughed, too, but there have been times that I have looked for materials, especially in the area of Spanish language arts, and come up with equally laughable results. I must say, though, that I have discovered a language arts series which made the search worthwhile. It's entitled Lenguaje (Salamanca: Anaya, 1972) by José Luis Rodríguez Diéguez, Andrés Méndez García, and José Clavero Martín ($1.19-4.40, text/wkbks.; $ .80-1.10, activity wkbks.; $2.80-4.50. guides; $ .70- .80, evaluation wkshts.).

This attractive graded paperback series extends from the first through the fifth grade but providing for wider learning ranges could be used from the second- through the sixth-grade level. All the books are large-sized with big print on good quality paper, a combination which makes for easy reading. The covers of the first- and second-grade books are very colorfully illustrated with cartoon characters and have instant "open me" appeal. As a special bonus each textbook is accompanied by several (two to three) activity workbooks, progress evaluation checksheets, and a detailed teacher guide. The activity workbooks are directly correlated with the lessons in the textbooks, and the progress evaluation checks are condensed excerpts of the assignments in the workbooks. All in all, this series provides teachers with an exciting way in which to acquaint children with the beauty and imagery of the Spanish language.

Teachers As Actors

I once read that many teachers are frustrated actors; well, prepare to give vent to your thespian repressions because Lenguaje 1° is just up your alley. If storytelling is your bag, then climb in, as 1° curso abounds in adventure stories, fairy tales, and time-honored morality fables. It is so alive with

colorful illustrations and action-filled stories that any first- or second-grade teacher with hammy inclinations will go wild over it.

Storytelling is an invaluable tool for promoting oral language expression; after all, it's one of the oldest arts in the world. In 1° curso each lesson opens with a story which is to be read aloud by the teacher. The sequentially arranged illustrations in the book are ideal to accompany the story, but you could also use flannel board, puppets, or any other pictures available. Many times I practice a story, paying special attention to voice inflection, rhythm, and volume, suiting them to appropriate scenes. Children are great mimics and will try to imitate the teacher's speech. Try practicing on tape; you can always let your mother listen to it (She'll lie and say it's great.).

Storytelling provides opportunities for all children to express themselves, as retelling a story is the natural outgrowth of a storytelling session, and you should arrange activities leading to this. Here are some suggestions which might prove helpful for the retelling of the story:

1. As stimulation to evoke response provide colorful and action-filled pictures which illustrate the high points of the story.

Prepare to give vent to your thespian repressions.

2. Encourage children to speak in complete sentences and with your help to use any new vocabulary introduced in the story.

3. Encourage children to stick to the essentials, but don't overly emphasize correcting budding creativity.

4. Ask frequently, "What happens next?" because children invariably take pleasure in responding to this. It also serves as a continuing motive for listening.

5. An excellent way to retell a story is through dramatization. Have different children portray the various characters, but be sure and provide each child with ample time to prepare for his or her role.

6. Draw out from the children the message or moral of the story and discuss the significance of it as it relates to the experiences of the children.

There are many activities accompanying each lesson to follow up the storytelling and discussion. These accomplish their purpose much better if done with a smaller group. Included are exercises with fill-in blanks, matching word to picture sets, word analysis and phonic skill practice, and sentence completion exercises. The teacher guide makes the suggestion that each student have an exercise notebook, and I think it's a very helpful one. As well as providing a quick reference of the child's work it also doubles for seatwork assignment after group work with the teacher. Each lesson in the activity workbooks has an abundance of copying, drawing, and coloring exercises; if judiciously assigned these can be done by individuals with minimal supervisory help, freeing the teacher to work with a group.

Centipede Speed

Each lesson should take approximately a week-and-a-half to complete, but if you're like me (a centipede with ingrown toenails), it'll take you two weeks. The evaluation check accompanying each lesson assesses the child's progress, and enough time should be allotted so that the teacher can provide each child with feedback concerning his mastery of the lesson.

Storytelling is one of the oldest arts in the world.

I certainly don't know all the answers; I don't even know all the questions . . . .

I certainly don't know all the answers; I don't even know all the questions, but I'm always optimistic about the outcome. Sometimes I feel like the guy who fell out of a 10-story building and, as he passed each floor, shouted, "I'm all right so far." One thing I know for sure is that good materials in the classroom are of immense worth. That is why the Lenguaje series is so valuable. I have talked at length about 1° curso; let me acquaint you with the rest of the series.

Segundo curso is a delight to the eyes of teacher and child alike; it's loaded with color and content. Splashy color illustrations and excellent photographs add to its attractiveness, but the simplicity of its well-organized format is the key to its appeal. It's chock-full of poems, guessing games, tongue-twisters, fables, and short stories. The use of multi-colored print, isolation of grammatical rules, and simplified illustrated dictionary technique is tremendously successful.

Continuation Of Concepts

Tercer curso continues in the mold of its predecessors. Each lesson commences with a short reading selection, followed by questions keyed to it. New vocabulary words and phrases are illustrated and explained, and spelling, grammar, oral exercises, dictionary skills, and unusual out-of-class assignments are part of each lesson. An added bonus is the last section of the book, which presents a résumé of all the grammatical and spelling rules with reference to the chapter and subsections in which they occur.

Cuarto curso presents a literary journey into the regions of Spain via striking color photography. Since it has nationalistic overtones, it might not appeal to you, but it is a comprehensive language arts text in all other aspects. As in the lower grade texts each lesson commences with a reading selection, followed by pertinent questions gauged to measure comprehension and to stimulate discussion. Vocabulary and phrasing, usually similes and metaphors, are explained, and grammar and spelling exercises usually follow. There are extensive sections on punctuation, conjugation of verbs in the present, preterit, and future tenses, and development of library and dictionary skills. As in 3er curso the last two chapters form a synopsis of all grammatical and spelling rules presented with handy chapter references. An extra serendipity is a conjugation table of the verbs haber, ser, cantar, temer, and subir, in eight tenses -- yet!

Sometimes I feel that an advantage of a good education is that it enables you to hide your ignorance better. Seriously, I do know that most of the college courses I took taught me a lot about theory, but I

still find that experience has been the best teacher. It's like all those love manuals; it's just not quite like doing it yourself. That's why I recommend Lenguaje 5°; with it you CAN do it yourself because it provides you with everything you'll need to present a well-balanced language arts program in your classroom.

Six Stages

1. FIRST STAGE OF THE LESSON-As in the previous texts discussed each lesson starts with a reading selection. These are quite interesting and varied, ranging from excerpts of Spanish language classics to rhymes and poetry. Since the reading selections do contain somewhat unfamiliar phraseology and vocabulary, only the best oral readers should recite before the class. I find that it is best to have the reader practice silently first and then aloud. Oral reading takes quite a bit of skill, as meaning and mood can only be communicated to others by changes and variation in the voice. This can be made into a fun activity by having competitive dramatic reading sessions with the rest of the class judging the participants.

2. SECOND STAGE OF THE LESSON-It is very important to develop comprehension skills in order to be able to ascertain the main idea or thought from the selection. There are many ways to develop this skill in your pupils. You might suggest several titles for the selection and have the children vote on the most appropriate one, have them identify the main idea from several given, have the children give the main ideas in their own words, have them evaluate the characters as they relate to their importance in the story.

3. THIRD STAGE OF THE LESSON-Only after the essential meaning of the selection has been discussed should attention be turned to the actual mechanics (vocabulary, grammar, etc.). Keep explanations about grammatical rules

concise, as lengthy detailed explanations only lead to confusion. Quinto curso has an abundance of examples which should be used first by modeling and then with student participation.

4. FOURTH STAGE OF THE LESSON-Individual seat work can be assigned after enough familiarization with the new material has been gained through group work. The lessons have numerous exercises dealing with vocabulary study and dictionary usage which are self-directive. The activity workbooks are ideal for individual work, and the exercises they contain are quite interesting. Typical ones include scrambled words to unscramble, stories to create, and crossword puzzles to solve.

5. FIFTH STAGE OF THE LESSON-If you have pupils who invariably finish their assignments ahead of the rest of the class, you'll like the section in the teacher guide which supplies supplementary material. This might be newspaper work or a reading assignment and a written one related to the selection assigned.

6. SIXTH STAGE OF THE LESSON-Evaluation of each child's mastery of the lesson is made easier with the use of the progress evaluation check sheets, but do NOT use them if the lesson has not been followed to the letter, as they are quite strictly correlated to the lesson matter. You may prefer to create your own assessment from the activities suggested in the teacher guide under the heading of "Actividades Individuales." In this way you can choose those which relate to the subject matter you have covered.

A friend once told me that a teacher is a person who knows all the answers, but only when she asks the questions. Since I have run out of questions, let me finish by saying that using the Lenguaje series in your classroom will provide your pupils with a most enjoyable journey into the exciting world of language.

"Alegrías" And The Language Experience Story

By Amali R. Perkins

Most bilingual educators agree that "Whatever Spanish a child knows is what he should begin to read." Many teachers soon discover that the Language Experience Approach to beginning reading in Spanish is very successful. The teacher can focus on the new words to be learned and at the same time develop the communication skills of listening, speaking, reading, and writing in a challenging and motivating way.

The Language Experience method at the kindergarten, first-, and even second-grade level is evolved from a real experience like a walk or excursion around the school, the playground, the library, or the cafeteria. Back in the classroom with the teacher's prompting, the pupils talk about their experience. They draw a picture of what they did or saw.

In grade one the teacher will say, "Vamos a escribir un cuento de lo que vimos. Juan, ¿qué viste tú?

"Vi un árbol!"

Juan's Story

The teacher promptly prints the sentence on the chalkboard and writes Juan in parentheses at the end. Juan is delighted. That is HIS sentence (story) on the chalkboard; he is the author. He is able to associate the spoken words with the written symbols. Best of all, he can read the sentence, and he can also read those sentences (stories) that his classmates dictate. He feels success! He even draws a picture of what the story is about; thus, he begins to pinpoint the main idea of a story. Later the teacher will transfer the story to a chart tablet and use one of the drawings to illustrate the story. Anytime Juan wants to go up to the chart rack to read the story, he can.

At grade three the teacher can read a story to the class to give the children an experience. The class and the teacher discuss the story. Then to gain word recognition skills and to get the meaning of words in context, together, they write a language experience story. A grade three book that offers many good selections to develop language and reading skills is Alegrías, Libro Tercero de Lectura (Perú: Arica, n.d.) by María del Pilar de Olave y Alma Flor Ada ($1.60). This easy-to-handle book is part of Colección de Oro. A sample lesson plan is presented here of the first story, "Pollito Tito."

UN PLAN PARA EL DESARROLLO DE DESTREZAS EN LA LECTURA

Para la maestra: Lea el cuento, "Pollito Tito," en voz alta a la clase. Haga preguntas a los estudiantes para desarrollar el lenguaje y para ver si comprendieron bien el tema del cuento y el vocabulario nuevo. Después de leer el cuento la maestra hace preguntas (Cada cuento de Alegrías trae preguntas sugeridas.).

> ¿De qué se trata?
> ¿Qué le pasó a Pollito?
> ¿Cómo creen ustedes que se sentía Picotina cuando no hallaba ayuda?
> ¿Qué hizo Picotina?
> ¿Quién me puede decir adónde fué por ayuda primero?

Vamos a escribir un cuento de lo que hemos discutido acerca de Tito y Picotina.

> ¿Quién quiere dictar la primera oración del cuento?

La maestra escribe lo que dictan. Por ejemplo:

Un Cuento

La meastra nos leyó el cuento de "Pollito Tito."

María dijo que ella nunca pensaba que se iba a curar Pollito Tito.

Pollito tenía tos porque comió una semilla grande.

Su mamá Picotina fué a buscar ayuda.

El arroyo le pidió una taza.

El árbol roble no podía darle una bellota para usar como taza porque necesitaba alguién para sacudir las ramas.

El muchacho necesitaba zapatos para ir a sacudir las ramas.

El zapatero necesitaba cuero.

La vaca necesitaba maíz.

El granjero necesitaba un arado.

El herrero necesitaba hierro.

Los enanitos le dieron el hierro a Picotina.

Todos los otros ayudaron a Picotina y ella le dió el agua a Tito y se le quitó la tos.

Now the pupils can read their story in unison or individually. They can copy it for their own storybook and draw an illustration. As a reward the pupils get to read the original story and develop other skills in the language-reading system.

Skill Centers

The teacher knows what skill each student needs to develop and divides the class into skill centers or groups with a special assignment such as:

To find the main idea
To place the events in proper sequence

A third group will drill on structural analysis or syntax. For example:

Busquen las palabras que se llaman diminutivos.

pollito de pollo
semillita de semilla
gallinita de gallina
poquito de poco
rapidito de rápido
enanito de enano

Nombren los verbos que estan en el infinitivo.

atragantar	perder
curar	poder
mirar	sacudir
servir	conseguir

Listen las palabras que tienen el significado muy parecido.

sacudir - mover
tendré - conseguiré

Formen nuevas palabras terminadas en ERO de las palabras en esta lista.

zapato - zapatero
granja - granjero
hierro - herrero

Variety

For the student Alegrías offers a variety of stories in 24 lessons, each preceded by a one-page explanation of concepts and attitudes such as the family, the home, cleanliness, citizenship, communication, work, and science (plants, weather, etc.) explained in a succinct, conversational manner. The student will react positively to the suggestions, such as those in "El Cuidado del Hogar"; he will heed "las pequeñas--grandes alegrías que tú puedes llevar a tu hogar... un cuadrito pintado por tí, un jarro con hojas o espigas." The illustrations are cleverly chosen to illustrate the characters of each story unobtrusively as emphasis is on the reading material. Each lesson has a bit of poetry that the authors chose with great care; for example, "El Ruego del Libro" by Gabriela Mistral that Alegrías could well request:

Mis hojitas nevadas
piden sólo un favor:
de tus manos pequeñas,
un poquito de amor.

With Alegrías to use for language experience stories the children gain real experiences in vicarious representations. From first hearing the story they engage their sensory perceptions in a fun way, develop oral language facility, develop new concepts, become aware that ideas can be written, develop visual discrimination and a sight vocabulary. They each participate as group members. These students now are ready and happy to read Alegrías independently.

They each participate as group members.

Cultural Comics

By Margarita Carmona

Have you noticed the steady progression of more and better materials in Spanish for use in the elementary school? Yesterday's impossible sueño of having adequate materials in Spanish for your bilingual class is finally becoming una verdad! One area still in great need, however, is social studies.

Social studies units centered around Mexican history would offer your pupils (and all of us) great opportunities to internalize México's culture, its history, and our heritage. One drawback has been that Mexican history books are time-consuming to read and important information is sometimes buried among all the details and difficult vocabulary. Have you noticed?

What we want is material which is concise, not bulky to carry, well-illustrated, inexpensive, and easy-to-understand. You may be surprised to learn that such material does exist.

I am referring to Historia del Pueblo Mexicano, Colección Compendios del Saber (México: Novaro, 1969), 10 vols. ($ .1[illegible] ea.). Each booklet deals with a specific period in Mexico's history, and they are arranged in chronological order, with the first of the comic-book-type booklets focusing on Mexico's pre-Spanish era, from the beginning of man to 850 A.D.

Sequential Format

The sequential format makes it easy-to-follow for both teacher and pupils. The second and subsequent booklets each begin with a synopsis of the previous booklet. Each booklet is divided into several units which begin with pupil objectives. The units then develop, following a historical time line. Many colorful illustrations are included, which make excellect pupil references. Also you will find poetry, condensed biographies, brief historical information on customs, food, and culture. The series also includes suggestions to the teacher for providing follow-up activities and reinforcing concepts learned in the unit. A bibliography is provided at the end of each unit and at the end of each booklet, along with a résumé of the main outcomes presented and a short quiz.

After examining the 10 booklets I would suggest that this material be developed into units for grades one to six. One booklet has enough information to develop a social studies unit for two to four weeks. The following social studies plan is one possibility:

First grade-book 1 (30,000 B.C. to 850 A.D.)-one unit; second grade-book 2 (100 B.C. to 1521 A.D.)-one unit; third grade-books 3 and 4 (1433 to 1810)-two units; fourth grade-books 5

and 6 (1776 to 1821)-two units; fifth grade-books 7 and 8 (1873 to 1857)-two units; sixth grade-books 9 and 10 (1867 to 1970)-two units.

Chairman-Coordinator

The sixth grade might also wish to condense books 9 and 10 into one unit and then develop one more unit on the Mexican-American. A chairman to help coordinate this social studies plan would be highly desirable, as someone should be made responsible for seeing to it that social studies units are being developed and that the unit plans are reproduced for the following years.

In the proposed plan I suggest that book 1 be used in first grade (Remember that these booklets cannot be read by first graders but serve as a basis for developing a unit and the illustrations are used as references for the pupils.). Taking the first book then, I would develop the unit according to the ability and interest level of first-grade pupils. There should be at least one book for every three pupils.

Unit Outline For Book 1
(Pre-Spanish Era)-Grade 1

1. OBJECTIVE:

Pupils will be able to describe through role-playing the two routes believed used by early man by demonstrating on a floor map.

VOCABULARY

Estrecho de Bering
mapa
islas oceánicas
humanos prehistóricos

MATERIALS:

Book 1-Historia del Pueblo Mexicano, pp. 1-3
butcher paper
poster paint (various colors)
boxes (various sizes to be used as mountains, trees, etc.)
filmstrips on early man

ACTIVITIES:

a. Using a large wall map and filmstrips on early man, teacher and pupils will discuss how it is believed that man came to the Americas.

b. Pupils will construct a large floor map of the Americas, the Bering Strait, the eastern coast of Asia, Russia, and the islands found between the eastern coast of Asia and the western coast of the Americas.

c. Pupils will role-play the migration of families taking the Bering Strait route and the ocean route (island-hopping). They will dramatize difficulties encountered such as the weather, food, shelter, and transportation.

2. OBJECTIVE:

Pupils will demonstrate how early man made and sharpened tools from rock and bone.

VOCABULARY:

humanos prehistóricos
piedra
herramientas
hueso

MATERIALS:

Book 1-Historia del Pueblo Mexicano, p. 4
rocks
pieces of wood
bones (chicken, fish, etc.)
filmstrips on early man

ACTIVITIES:

a. After showing pictures of early man, page 4, and filmstrips on early man, discuss what kinds of tools could be made from rock, wood, and bones.

b. Pupils bring in rocks, wood, and bones and try out their ideas.

3. OBJECTIVE:

Using pictures, pupils will describe orally the likenesses and differences between early man and modern man's facial features.

VOCABULARY:

facciones de la cara
semejante

MATERIALS:

Book 1-Historia del Pueblo Mexicano, p. 5
present-day pictures of people
chart paper

ACTIVITIES:

Upon looking at pictures of early man and modern man, pupils will describe orally their likenesses and differences. Teacher will write their findings on a chart.

4. OBJECTIVE:

Pupils will make a collection of things that early man obtained by killing animals.

VOCABULARY:

mamut
bisonte
alimentos
vestidos
herramientas

MATERIALS:

Book 1-Historia del Pueblo Mexicano, pp. 6-7
chart paper

ACTIVITIES:

a. Teacher shows pupils pictures of animals that were killed for food, tools, dress, and other purposes.

b. As the pupils dictate, teacher writes, on a chart and under the correct category, the things we obtain from animals today.

c. The above activity could be done with the teacher naming the object such as meat and a pupil telling where it should be written on the chart.

d. Pupils bring in things that are obtained from animals.

5. OBJECTIVE:

Pupils will make food objects cultivated by early man by using various art media.

VOCABULARY:

calabazas aguacates
chiles maíz
camotes

MATERIALS:

pictures of real food items listed in the vocabulary
Book 1-Historia del Pueblo Mexicano, p. 8
poster paint
papier-maché materials
drawing paper
clay
seeds

ACTIVITIES:

a. Pupils will look at pictures or real food items cultivated by early man.

b. Using various art media, pupils will make the following: calabazas, chiles, camotes, aguacates.

c. Pupils will plant the seeds of calabazas, chiles, and camotes in a small milk or ice cream container.

d. Pupils should have an opportunity to taste these foods. A parent-pupil party could be held which would give the pupils an opportunity to tell and show the things they have studied. The menu could include the foods early man ate, for example, tortillas de maíz con aguacate (Tortillas were non-existent then, but the maíz was eaten.).

6. OBJECTIVE:

Pupils will plant and grow el maíz and be able to locate where it was first cultivated on a floor map of Mexico.

VOCABULARY:

maíz silvestre
Valle de Tehuacán, Puebla
cultivar cultivo

MATERIALS:

Book 1-Historia del Pueblo Mexicano, p. 9
maíz seed
floor map (used in OBJECTIVE 1) of Mexico
a space for planting

ACTIVITIES:

a. Teacher will show the picture on p. 9 and help pupils to locate on a wall map el Valle de Tehuacán, Puebla.

b. Each pupil will plant or help plant some maíz seeds. Some schools have small patches for planting. If this is not available, use a wooden box with soil in it.

c. Pupils will make a stand-up picture of el maíz and place it on the floor map in the location where it was first cultivated.

7. OBJECTIVE:

Pupils will be able to use a metate and a mortar board for grinding

chiles and maíz as the early Indians did.

VOCABULARY:

maíz mortero
metate aborígenes

MATERIALS:

metate
mortero
maíz
mild fresh chiles for grinding
tomatoes for grinding
masa
ingredients needed for making tortillas de masa

ACTIVITIES:

a. Bring in a person who can demonstrate how to make corn tortillas from the starting point of grinding the corn on the mortero. After the demonstration pupils should experience the grinding of corn. Their masa should be made into tortillas and eaten by them.

b. Pupils should also experience grinding chile and tomato in a metate.

8. OBJECTIVE:

Pupils will be able to identify the Olmeca heads from various pictures and to tell one thing the Olmecas contributed.

VOCABULARY:

Olmeca(s) astronomía
arquitectura medicina
calendario mitos
numeración

MATERIALS:

Book 1-Historia del Pueblo Mexicano, pp. 12-14

ACTIVITIES:

a. Teacher shows pictures of Olmeca sculptures and leads pupils into noticing the similarities between Olmeca head sculptures.

b. Pupils are shown pictures of non-Olmeca sculptures. Remembering the traits of Olmeca sculptures, pupils can make a game of mixing up all the sculpture pictures and correctly identifying the Olmecas (For this you will need to cut out many pictures from book 1.).

c. Pupils should locate where the Olmecas originated on their floor map. This area should be colored in and a stand-up Olmeca head placed there.

d. Discuss with the pupils the contributions of the Olmeca culture.

9. OBJECTIVE:

Pupils will construct the first American city, Teotihuacán, using boxes and blocks, poster paint, etc.

VOCABULARY:

Teotihuacán
Teotihuacano
centro ceremonial
grupos sociales

MATERIALS:

Book 1-Historia del Pueblo Mexicano, pp. 16-23
boxes or blocks for building
poster paint
butcher paper
a book with large pictures of Teotihuacán

ACTIVITIES:

a. Teacher will discuss with pupils the culture of Teotihuacán by using the pictures on pages 16-23. They will talk about their contributions and style of living.

b. Pupils locate the city of Teotihuacán on the floor map and place a stand-up symbol there.

c. Pupils construct the city of Teotihuacán,

using boxes, blocks, and paint (A book with larger pictures of Teotihuacán may be needed.).

10. OBJECTIVE:

Pupils will be able to tell or draw two contributions of the Teotihuacán culture.

VOCABULARY:

Teotihuacán conejo
agricultura dioses
guajolote

MATERIALS:

Book 1-Historia del Pueblo Mexicano, pp. 16-23
drawing paper
crayons

ACTIVITIES:

Teacher will make a chart listing the contributions of the Teotihuacanos as the pupils dictate. The chart should be large enough so that pupils can make a drawing to go with each contribution (Duplicates are accepted.).

11. OBJECTIVE:

Pupils will be able to locate on their floor map the following civilizations:
a. Olmeca
b. Teotihuacán
c. Zapoteca
d. Mixteca

MATERIALS:

Book 1-Historia del Pueblo Mexicano, pp. 24-30

ACTIVITIES:

a. Using the book, teacher and pupils will talk about the pictures seen depicting the Zapotecas and Mixtecas.

b. Drawings or murals could be made, using ideas offered in this book.

c. Pupils will locate on the floor map and color in the areas where the Zapotecas and Mixtecas lived. Stand-up symbols should be made for the map.

c. Teacher or a pupil removes the stand-up symbols from the floor map for the four cultures studied. Several pupils are called on to replace them correctly on the map.

These lesson plans, of course, should be modified or extended according to the ability grade and interest level of each class. I predict that, if a lot of art, role-playing, and other activities are planned, the interest level will be very high.

Why not try it?

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Portuguese

Field-Testing Favorites

By Helen E. Díaz

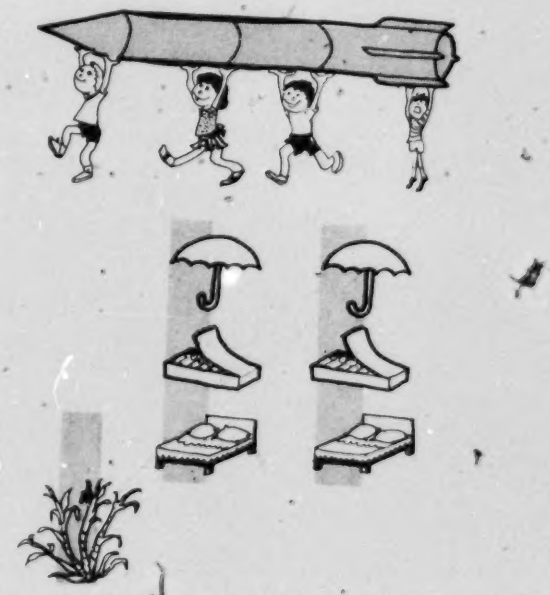
CADERNO CARTILHA 1 (RIO DE JANEIRO: LIVROS CADERNOS, N.D.) BY MARLY CURY ($1.20). This workbook was field-tested in two Portuguese classrooms in Artesia, California. K-1 teacher was able to utilize a small portion of the material for instructional purposes. The teacher selected certain pages which reinforced specific concepts. For K-1 students it was stated that larger print and illustrations were needed. Pages were "too busy." Twenty students used the material.

Teacher of 24 first- and second-graders found the book to be more suited to the students. Physical characteristics were reported good in regards to print and attractiveness to students. Format, use of illustrations, and relevance to subject area were listed as very effective. It was reported that the workbook could be used for basic or supplemental instruction. Moderate knowledge of Portuguese is required by user of material. Overall evaluation: moderately effective.

Other comments offered by latter field-testing teacher: "Because this is a Brazilian book, cursive writing is introduced from the beginning, to be used in first grade. It is an interesting experiment for our program to see how this affects the students." "The book provides pages for children to color--nicely, organized." "Need to watch Brazilian expressions and vocabulary for Portuguese and Azorian students." Field-testing teacher informed that charts accompany the book, and these were used effectively for beginning reading. The charts can be colored and laminated.

CADERNO CARTILHA 2, 3 (RIO DE JANEIRO: LIVROS CADERNOS, N.D.) BY MARLY CURY ($1.20 EA.). Levels 2 and 3 are sequential series to Caderno Cartilha 1. These were also field-tested with first- and second-grade students in Artesia classrooms. The books were found to be too advanced for beginning students but moderately effective overall with other students. Most of the material was utilized for instructional use. Cursive writing is used throughout. It was suggested that the method of handwriting might be reviewed with view to revision for use in the United States. Books are best for Brazilian students. Approximately 24 students used the material.

COLECCION SERIAS GRANDES NO CAMPO (LISBON: VERBO INFANTIL, N.D.) BY GILBERT DELAHAYE ($ .50 EA.). Four New Bedford, Massachusetts, teachers submitted evaluations of this storybook series. Although another form was used in place of field-testing evaluation form, the combined results are given. Format of books was judged excellent. Books are at beginner and intermediate reading levels and contain teaching concepts in social studies and science as well as for general and recreational reading. The books may be used to increase new vocabulary, present the seasons and months of the year, enrich social studies, and for story time. It was also reported that the books are excellent for use as library books or to read to



"This book is highly appropriate for this particular bilingual group."

small groups and discuss how children get along in the story and how we should get along with other people.

O NOVO LIVRO DE LEITURA DA 4A CLASSE (LISBON: PORTO, N.D.) BY ANTONIO BRANCO ($1.40). Field-tested in a fourth-grade bilingual class in New Bedford, Massachusetts, this reading book was found to be very effective overall. Teacher and student response to the book, which contains poems, short stories, comic strips, and plays on a variety of subjects, was most favorable. Most of the material was utilized for instructional purposes.

Field-testing teacher informed that the book provoked good stimulation to the majority of the students. Students should have moderate knowledge of the language.

Teacher further stated, "This book is highly appropriate for this particular bilingual group. The book effectively fulfills its essential purpose of catching the child's interest to read the short stories and look at the illustrations that help to interpret the stories."

VOCABULARIO, a booklet of exercises and vocabulary, accompanies O NOVO LIVRO DE LEITURA DA 4A CLASSE ($ .25 EA.).

CIENCIAS GEOGRAFICO-NATURAIS 3A CLASSE (LISBON: LIVRARIA FIGUEIRINHAS, N.D.) BY C. FIGUEIREDO LOPES ($1.00). This text was used by 25 third-grade students in a Providence, Rhode Island, Portuguese bilingual classroom in a field-testing effort for its use in science lessons. The book was found to be moderately effective overall.

Physical characteristics in regards to organization of information, appearance, attractiveness to students, and use of color were found to be moderately effective. Use of illustrations was rated very effective. Durability and print were shown as adequate.

Recommended use was for basic text, supplement, or resource. Students should have moderate knowledge of Portuguese. About half of the material was utilized for instructional purposes. (Geographical information is included.)

Teacher used transparencies and teacher-made items in order to supplement lessons in the book. It was recommended that more experiments should be designed to accompany the lessons.

CIENCIAS GEOGRAFICO-NATURAIS 4A CLASSE (LISBON: LIVRARIA FIGUEIRINHAS, N.D.) BY C. FIGUEIREDO LOPES ($1.00). Twenty-five fourth-grade students in Providence used this text in their bilingual science class.

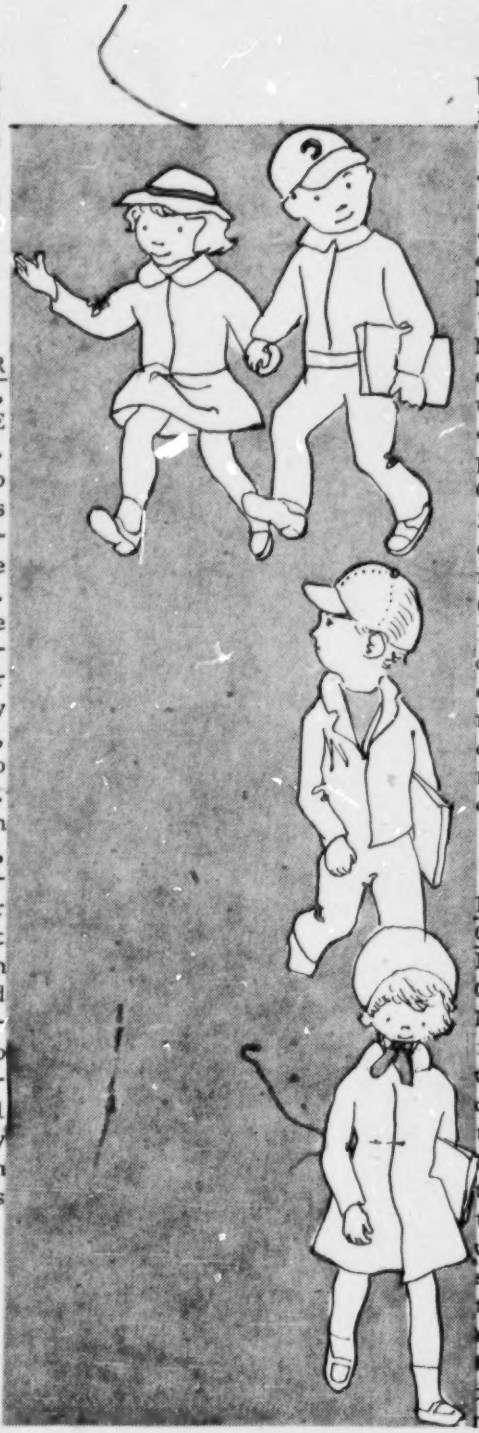
Field-testing teacher reported similar characteristics as found in 3a Classe text. However, most of the material was used for instructional purposes. Overall evaluation was reported as moderately effective.

Teacher recommended that it was necessary to design

questions for motivation and to explain concepts fully in order to help the students using the text. It would also help if the book contained more experiments.

365 HISTORIAS DE ENCANTAR (LISBON: VERBO INFANTIL, N.D.) BY MARIA ISABEL DE MENDONCA SOARES ($6.00). This reader of "um conto para cada dia do ano" was field tested in a kindergarten and a first-grade classroom in New Bedford. Both teachers reported use by teacher only as the language is too difficult for student use at the early levels. Stories are short, but the teachers had to simplify the vocabulary. Illustrations, organization of information, color, print were rated high. Durability of hardback cover was questionable. Student reaction was average in kindergarten and rated good in first grade. Kindergarten teacher was able to utilize most of the material, and all of the material was used for instruction by first-grade teacher. Both gave overall evaluation as moderately effective.

To the disappointment of some teachers we have been informed that the book is out of print. We are hopeful that the publisher will reconsider and reprint the book in the near future.



LIVRO DE LEITURA DA PRIMEIRA CLASSE (LISBON: LIVRARIA RODRIGUES, N.D.) BY MARIA LUISA TORRES PIRES ET AL. ($ .95). Six third-grade students in a Portuguese bilingual class in New Bedford responded to a questionnaire after using the above reader. The items and combined responses are as given: 1. Você gostou das gravuras do material? Muito. 2. Você gostou das *estorias ou das licões? Muito. 3. Você foi capaz de entender o Português usado neste material? Mais ou menos. 4. Você foi capaz de entender o material? Com a ajuda do professor. 5. Você aprendeu alguma coisa pelo uso deste material? Alguma coisa. 6. Você pode dizer o que se lembra daquilo que aprendeu? A televisão, o Pedro e a Rita, a pombinha e a rosa, a historia da carochinha, o Dia da Mãe, a lareira, as abelhas, ajudemos os pobres.

LIVRO DA LEITURA DA SEGUNDA CLASSE (LISBON: LIVRARIA POPULAR DE FRANCISCO FRANCO, N.D.) BY JUDITE VIEIRA ET AL. ($1.30). This reading text was field-tested with 11 second-grade students in New Bedford. Although teacher points out excellent physical qualities and attractiveness of text, the reading level was found to be high, and students reacted moderately to the lessons. Religious references are found in a few lessons. Field-testing teacher reported that most of the material was utilized for instructional purposes. The recommended use is as a basic text. Overall evaluation: moderately effective.

*historias

Illustrations, organization of information, color, print were rated high.

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